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ABSTRACT

As teachers incorporate multiculturalism into the curriculum and continue with a literature-based approach, the need to identify multicultural literature becomes greater. Based on this teaching method and the incorporation of multiculturalism, an effective tool to help teachers is an annotated bibliography of multicultural content-area trade books. With a bibliography such as this, teachers are able to incorporate multicultural literature in all areas of the elementary curriculum. A project to develop such a bibliography began by identifing criteria used to select titles. Violet Harris's definition of multicultural literature provided the concise description needed. The second stage if the project was to identify titles to review and compare against the criteria. Titles were identified through journal articles, bibliographies, and browsing library shelves. Approximately 175 titles were read and compared against the criteria and a decision made whether to include them in the annotated bibliography. Finally, a draft copy of the annotated bibliography was given to five elementary teachers for their review. Based on their comments, suggested grade levels were added to each bibliographic entry. Appendixes present the 175-item annotated bibliography of multicultural content-area trade books published between 1985 and 1995, an introduction letter to reviewers, a survey instrument for teachers, and a survey instrument for librarians. Contains 30 references. (Author/RS)

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ED 390 025

# The Use of Multicultural Trade Books in the Elementary Curriculum

Lee Ann Lannom Johst

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A Project

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Abstract

James Banks identified four approaches to integrate multiculturalism into the curriculum. The third approach or level is the transformation approach. It is at this level that the curriculum is changed to allow students to view the world from the perspective of ethnic groups rather than from a Eurocentric point of view.

As teachers incorporate multiculturalism into the curriculum and continue with a literature-based approach, the need to identify multicultural literature becomes greater. Based on this teaching method and the incorporation of multiculturalism, an effective tool to help teachers is an annotated a bibliography of multicultural content-area trade books. With a bibliography such as this, teachers are able to incorporate multicultural literature in all areas of the elementary curriculum.

This project began by identifying criteria used to select titles included in the bibliography. Violet Harris's definition of multicultural literature provided the concise description needed. The second stage of the project was to identify titles to review and compare against the criteria. Titles were identified through journal articles, bibliographies and browsing library shelves. For this project, approximately 175 titles were read and compared against the criteria and a decision made whether to include them in the annotated bibliography.

Finally a draft copy of the annotated bibliography was given to five elementary teachers for their review. Based on their comments suggested grade levels were added to each bibliographic entry.

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# Chapter I

## The Rationale

> The multicultural curriculum should help students develop the ability to make reflective decisions on issues related to ethnicity and to take personal, social, and civic actions to help solve the racial and ethnic problems in our national and world societies. (Banks, 1991, p. 25)

Why this need for multiculturalism in the curriculum? Look beyond your immediate community. Regardless of your community's racial makeup, every one of us must be prepared to function in a multicultural, multiethnic society. (Banks, 1991; Perry & Fraser, 1993; Smith, 1993; Walker-Dalhouse, 1992). Children today must be prepared to live and work in a multicultural society. As educators, it is our responsibility to prepare these young children to live in a multicultural community ( Perry & Fraser, 1993; Smith, 1993; Walker-Dalhouse, 1992). Preparation means integrating the knowledge and respect for other cultures into their everyday lives. If children are exposed to multicultural literatuare at an early age, they begin to see how everyone fits into society (Ostrowski, 1994). Teaching about other cultures legitimizes these cultures for children (Ostrowski, 1994). We must go beyond what James Banks (1991) calls the contributions approach to multiculturalism. To fully educate, teachers must strive to reach the transformational approach. James Banks describes the transformational approach as changing the structure of the curriculum allowing children to view their world from the perspective of "diverse ethnic & cultural groups" (Banks, 1991, p. 26).

An advantage of using trade books in a literature-based curriculum is the use of multiple sources. Trade books are literature typically found in bookstores and libraries as

compared to literature published to accompany textbooks. Students develop critical thinking skills by reading a variety of viewpoints on a topic (Nordstrom, 1992). Trade books also have a rich vocabulary not typically found in textbooks (Fielding, Wilson, & Anderson, 1986). In addition, with more reading, children acquire a broad knowledge base as well as insights into other cultures and relationships (Fielding et al., 1986).

Trade books also have the advantage of being written in the narrative. This format is traditionally more interesting to read. Thames and Reeves (1994) found that using trade books related to students' interests had a positive effect on students' attitudes toward learning. Cunningham and Gall's (1990) study found that narrative text was more interesting to read but did not necessarily mean a higher academic performance. In interviews with subjects of their study, Cunningham and Gall found subjects rated narrative text more interesting in comparison with their history textbooks.

In the past textbooks have been slow to include contributions of minorities and other ethnic groups or to discuss how they belong in our society. Slowly, women and minorities are appearing in textbooks. Using trade books in a literature-based curriculum allows children to feel, empathize and learn (Ceprano & English, 1990). Trade books take the concepts and content from the texts and present them in an interesting and exciting way (Ceprano & English, 1990; Levstik, 1990; Moss, 1991). Textbooks present facts in a dry and uninteresting way (Ceprano & English, 1990; Moss, 1991). Children are unable to relate these facts to their lives or understand the impact on society. Trade books are an excellent instructional tool to reinforce textbook facts and to teach children firsthand what life is like for others of all races and cultures (Gailey, 1993).

Literature-based instruction has been gaining momentum. Children's literature is an important tool in teaching of reading and writing (Monson, 1994). Literature has also been recognized as having an influence on the learning in other content areas (Monson, 1994). Children's literature fills in the gap and is easily integrated into the curriculum (Mayer, 1995; Nordstrom, 1992). Over the past several years, publishers have recognized the need for more multicultural children's literature. Librarians and teachers have expressed their willingness to purchase these materials and the publishers have responded.

For a literature-based curriculum, children need to be exposed to large amounts of literature (Guice & Allington, 1994). However, not all teachers are experts on children's literature or are familiar with multicultural literature (Guice & Allington, 1994; Ostrowski, 1994). Teachers need help in selecting the appropriate literatuare for use (Ostrowski, 1994). For this help, teachers can turn to school librarians. Librarians specializing in services to young children are experts in children's literature. Librarians know what is being published and can evaluate this literature for quality. The elementary school librarian's responsibility is to help identify quality literature for use in the classroom. Classroom teachers should consider their librarians when seeking expert advice on children's literature. This bibliography has been designed and developed as a tool to assist elementary school teachers in locating multicultural literature for their classes.

# Chapter II

## Review of Related Literature

### Overview

Trade books or children's literature are works of fiction and nonfiction published for children ages birth to 18 years. These books are typically the ones found in libraries or bookstores. They are not the textbooks issued in schools for the purpose of study. Throughout this paper the terms trade books and children's literature will be used as interchangeable.

With the growing trend of whole language in schools, trade books are highly sought after for instructional uses. Teachers are building classroom libraries and supplementing curriculum with trade books. This demand has created a need for quality fiction and nonfiction trade books. Publishers of children's literature have answered the cry and have been publishing children's literature in record numbers (Harris, 1993b).

More and more teachers are supplementing textbooks with trade books. Why? Aren't the textbooks teaching what they are supposed to? Textbooks, too often, are boring, not easy for children to comprehend, provide only bare facts, figures and dates, and contain technical, unfamiliar vocabulary (Coonrod & Hughes, 1992; Moss, 1991; Tyson & Woodward, 1989; Van Middendorp & Lee, 1994). Trade books on the other hand, are more interesting to read, are written at the children's reading level, explore topics indepth and go beyond the mere facts (Coonrod & Hughes, 1992; Moss, 1991; Tyson & Woodward, 1989; Van Middendorp & Lee, 1994). The narrative text found in trade books allows for more content to be shared, looks into other cultures and viewpoints

to examine the human experience and explores emotions and feelings. With these ideas in mind, teachers have turned to trade books to supplement textbooks (Coonrod & Hughes, 1992; Moss, 1991; Tyson & Woodward, 1989; Van Middendorp & Lee, 1994).

With the emphasis on exposing children to the many cultures of the world, demand for multicultural trade books has blossomed. Multicultural books provide children with a positive image of other cultures (Roberts & Cecil, 1993). Multicultural trade books provide children with the knowledge base to learn about peoples all over the world (Roberts & Cecil, 1993). In her study of 300 recently published multicultural books, Gloria Jackson (1991) concluded that trade books positively reflect minority cultures and should be used in the elementary school curriculum.

This review of literature examines the relationship of trade books and textbooks as well as the use of multicultural literature in the classroom. The search for studies on the use of multicultural literature in schools revealed a lack of research in this area. There are many opinions expressed but little research to support the opinions. A related literature search discovered studies concentrating on the trend toward the use of trade books in classrooms.

The Use of Multicultural Literature

The American society has always been a mixture of cultures. Today, everyone looks for ways to express their own cultural identity. The truly educated person is aware of and appreciate each person regardless of their cultural identity

In her study, Cynthia Kuperus (1992) studied the multicultural attitudes and awareness of 3rd-graders after reading and interacting with multicultural literature.

Subjects for her study were 23 3rd-graders, 12 female and 11 male. The subjects were predominantly white middle-class of Dutch ancestry and one subject was a Korean-American student. The students were average to above-average in learning performance and attended a tuition-based private school for grades kindergarten through nine.

Kuperus used pre- and post-tests and surveys, journal writings, and interviews to collect data from her study. Prior to beginning a study on communities, she administered a pre-attitudinal survey to the subjects. The unit on local communities lasted seven weeks. The next unit was on global communities lasting for five weeks, then a unit on Chinese and Chinese-Americans lasting for five weeks. The final two units of study focused on Japan and Hopi Indians and Native Americans, each lasting for three weeks. A pre-survey was given before each unit to determine the subjects' knowledge of the cultural group. A post-knowledge and attitude test was given after the units to assess the subjects' change in knowledge and attitude toward the cultural groups. All of the units included readings from fiction and nonfiction trade books as well as reading from the class textbook.

The findings showed that reading and interacting with nonfiction books was a strong influence on the subjects' perceptions of cultural groups. The subjects' attitudes changed positively toward the cultural groups studied.

The results from this study cannot be generalized to other populations due to the limited size of the population. Also, no control group was used for the study, subjects were not randomly selected but were an intact class.

Monson, Howe, and Greenlee (1989) went beyond examining the content of trade

books. They researched what children want to know about children in international countries and then looked to see if trade books fulfilled those needs. Monson et al. surveyed 200 U.S. children ages 9 to 11 and asked what they would like to know about children in another country. The responses were categorized into nine general questions. Textbook units and trade books focusing on Australia were used for the purposes of this study. Eight social studies textbooks frequently adopted in U.S. schools and fifteen works of Australian fiction were chosen. All of the fiction works were written by respected Australian authors. The texts were read and notes taken tabulating which of the questions were answered by each text. Both textbooks and trade books answered factual questions about Australia. Trade books provided a more complete look at Australian life and dealt more with emotion.

This study reveals the importance of trade books to provide a richer understanding of another culture. However this study only used novels written by Australian authors. The results cannot be generalized to trade books written by authors of nationalities other than that which is being written about. Also of concern is the lack of random selection of the sample. The authors provided little detail about their sample. More detail about the sample would help to generalize the children's questions to the target population.

Garcia and Pugh (1992) surveyed nonfiction multicultural trade books published in 1986 and 1987. During this survey, they also examined how multicultural concepts were treated in these trade books.

For their study, Garcia and Pugh, used the trade books submitted to the Carter G. Woodson Book Award Committee in 1987 and 1988. Of the 33 books reviewed in 1987,

17 were identified as nonfiction. In 1988, 62 books were reviewed by the committee and 18 of these were identified as nonfiction. The committee evaluated each of the books according to authenticity and accuracy of the cultural group or individual represented.

The results of the study indicate that trade books are being published that present the variety of experiences by cultural groups. What was evident in the study was that the treatment of cultural groups is uneven by the trade books. African-Americans received the most coverage while Hispanics and Asians received the least coverage in trade books. Not all of America's cultural groups are portrayed in trade books.

While the study indicates a positive trend in multicultural publishing, an updated study needs to be done. It has been approximately seven years since the trade books in this study were written. One would hope the publishing world has greatly expanded its representation of cultural groups in children's literature over the past seven years. The listing of books reviewed in this study can not be considered comprehensive as only books reviewed by the Carter G. Woodson Book Award Committee were used for the study. Other books published during the time period might have changed the results of the study.

Trends Toward Trade Book Use

This trend of integrating trade books in the curriculum has gained momentum with the whole language philosophy. The use of trade books has been an ideal way to integrate content areas with reading. Teachers are able to teach reading skills and content with a text that is typically more authentic than a textbook.

Blass and Jurenka (1990) wanted to learn how literature was incorporated into

classrooms. They surveyed 600 3rd-and 4th-grade teachers to learn their uses of children's literature in the classroom.

The 39 item questionnaire was mailed to 600 3rd- and 4th-grade teachers in Southern California and Northeastern Ohio. Participants were from urban and suburban public school districts.

Participants were given a list of 39 activities relating to the use of children's literature and asked to rate the frequency with which the activities were done. frequencies were rated according to daily, weekly, monthly, once a year and never.

The activities were tallied and ranked according to the frequency of occurrence. Of the 39 activities, 16 occurred with some frequency, daily, weekly, or monthly. Examples of these activities are silent reading, visiting the library and class discussions. The activities that occurred less frequently, annually or never, were the more creative type activities, such as puppet shows, dioramas, and creating skits or plays.

The finding from this study cannot be directly generalized since the population was not randomly selected. In addition, the authors had a low response rate of 37% . There is no information regarding the respondents who did not complete the questionnaire. Other studies would have to be done to determine if the frequency of activities holds true for similar populations.

Rather than looking at which activities teachers use, Canney and Neuenfeldt (1993) surveyed practitioners to learn their preferences, basals or trade books, for reading instruction.

The subjects in this study were 820 elementary and special education teachers from

five states. The sample represented 11 school districts in rural and urban settings.

The survey consisted of four parts, 19 self-evaluation items with multiple-choice and open-ended questions. The four parts addressed (a) teacher training and classroom experience; (b) beliefs about teaching reading; (c) materials other teachers use; and (d) class size, library facilities and supplies of trade books. Subjects were given three weeks to complete and return the surveys. The response rate was high, as almost 80% responded.

Results from the study showed that almost two-thirds of the respondents preferred using a trade book in conjunction with basals. The preference held without regard to years of teaching experience. Having the necessary resources or allotting time for independent reading also were not related to teachers' preferences. Canney and Neuenfeldt indicate this study raised more questions than answers, and they plan a second survey to a larger population.

This survey clearly indicated teachers prefer using trade books with basals. They do not seem to be abandoning the basal. A related study could be undertaken to survey teachers' preferences with trade books in content areas. One concern regarding this study by Canney and Neuenfeldt is the lack of random selection of the sample.

Looking beyond reading instruction and towards content area, McGowan and Sutton (1988) analyzed the professional literature to determine the link between trade books and the social studies curriculum. They wanted to know if practitioners were listening to advocates of children's literature and using trade books as supplemental teaching material.

The first step in this study was a search in the ERIC database and Education Index. Between the two indexes, articles and educational material dating from 1929 to 1988 were identified. The relevant articles were categorized in one of four categories: research, bibliographic, persuasive and explanatory. They were also coded by grade level. Literature representative of each decade was read, and a final group of 18 articles were selected. These articles, in turn, were read to conclude a definition of trade books and author's perceptions of trade book use in the social studies curriculum.

Of the 164 articles and documents analyzed, the largest percentage, 68%, were classified as explanatory, how trade books and social studies might be combined. The smallest percentage, 4%, of materials were research items. Persuasive and bibliographic materials comprised 12% and 16% respectively.

Examining the articles and documents with respect to grade level, only 4% restricted use of trade books to the senior-high level. The vast majority explored the relationship at the elementary and middle-school levels.

Looking at literature decade by decade, McGowan and Sutton were able to see the trends of trade book use in social studies. Initially trade books were thought to be most useful in fostering empathy, goodwill and understanding to others. During the 50's and 60's, the trend shifted, and trade books were considered effective teaching tools. By the 70's this trend intensified.

McGowan and Sutton's study highlights the role trade books have played in the social studies curriculum for the past six decades. This role of trade books is based on an analysis of 164 documents spanning 60 years. It is reasonable to assume these documents

reflect what is happening, as no practitioners were surveyed to learn about their thought or practices. The study did not examine the quality of trade books to determine their use for instructional purposes.

Summary

The studies in this review examined the use of multicultural literature in elementary classrooms as well as the trend of using trade books in the classroom. Kuperus' (1992) study delved into children's awareness and attitudes toward minority cultures after a unit study on a culture. Each unit of study used the class textbook and included readings from fiction and nonfiction trade books. Kuperus concluded with her group, that using nonfiction trade books had a positive impact on children's awareness and appreciation of minority cultures. Monson et al. (1989) examined trade books to determine if the stories answered children's questions about other cultures. Trade books provided a richer understanding of other cultures when compared to textbook units. Garcia and Pugh (1992) surveyed multicultural literature to determine if cultures were being portrayed accurately and authentically. While the literature they found was of a high quality, an uneven treatment of cultures was found. African-American received the most coverage in multicultural literature. Publishers must concentrate on authentic portrayals of cultural groups and representing all cultural groups not just a select few.

Blass and Jurenka's (1990) study focused on the uses of literature and literature-related activities in classrooms. Read alouds, book reports and class discussions were examples of activities most frequently engaged in the respondents' classes. Rather than survey what activities teachers engage in, Canney and Neuenfeldt (1993) surveyed

teachers to learn of their preferences in teaching with trade books. The majority of respondents to their survey preferred using basals with trade books. It is not known if teachers would prefer to use trade books in conjunction with textbooks in content areas. Responding to the general consensus that trade books are used in social studies curriculum, McGowan and Sutton (1988) analyzed documents spanning 60 years confirming the trend of using trade books as instructional material.

# Chapter III

## Selection Criteria

For this annotated bibliography, criteria was established and used to measure books for inclusion. The criteria chosen include format, content, publication year, quality of literature and illustrations, and age/educational level. The criteria are elaborated below:

Multicultural Literature - "literature written by and/or about people of color; children of various classes; girls and women; individuals whose first language is not English; elderly, disabled; gays & lesbians, single parent families; adherents of minority religions . . . " (Harris, 1993a)

Format - the picture book format was selected. Picture books are typically 32 pages in length and have minimal text. Some of the picture books selected are slightly longer than the traditional 32 pages.

Age/Educational Level - the books selected are appropriate for ages 5 through 11 corresponding to the grades kindergarten through grade 6. Suggested grade levels are included with each bibliographic entry.

Quality of Literature and Illustrations - books with quality text and illustrations were selected. Text and illustrations did not perpetuate stereotypes. The stories are interesting and the illustrations accurately represent the cultures portrayed. The story may be a

universal theme, but the illustrations depict diverse cultural groups.

Content - the stories include content that would be taught in kindergarten through 6th-grade.

Publication Year - only books published after 1985 are included on the bibliography.

Literature not included - Poetry, folklore, legends, and fairy tales are not included in the bibliography. In addition there are no chapter books, novels or books longer than 45 pages. Almost all of the books stay within the 32 page picture book format. Also, books where characters are portrayed as animals are not included in the bibliography.

# Chapter IV

## Review of Annotated Bibliography

A preliminary draft copy of the annotated bibliography and the selection criteria was given to five elementary school teachers and one elementary school librarian for a review. The teachers are either teaching or have taught grades three, four, five and six as well as special education and math.

Each teacher was given a five-question Likert scale to complete. The first question asked if teachers use content area trade books in their classrooms. Four of the five teachers replied sometimes and one replied seldom. The second question asked teachers if they used multicultural literature in their classroom, again four of the five replied sometimes and one replied seldom. The third question asked how easy was it for teachers to locate multicultural literature. Three of the five responded that it was not easy and two responded that it was somewhat easy. The fourth question asked teachers have they ever requested a list of multicultural titles from their school librarians. All five teachers responded that they have never requested such a list from their school librarians. The final question asked whether teachers would find such a bibliography useful. Three teachers responded useful and two responded somewhat useful.

In reviewing the questions, it is interesting to note that most of the teachers use multicultural literature and content-area trade books in their classrooms. Yet none of the teachers have approached their school librarian asking for help in locating these materials. Also all of the teachers agreed that it would be useful or somewhat useful to have an annotated bibliography of multicultural content-area trade books but they are not seeking

out their school librarian for help in finding such a bibliography or in finding multicultural books. Ironically, helping teachers find books to use in the classroom is part of a school librarian's responsibility. Most librarians would be happy to help teachers locate literature to use with their curriculum.

Comments from the teachers were positive. Some of their comments were "You have an excellent selection of reading materials. I teach math to five different ability levels and would like to incorporate books into my teaching to further enhance my lessons", "After browsing through this pamphlet, I find it a useful tool for locating some interesting multicultural materials and would be interested in a copy," and "The annotations were good, just enough to know what the story is about." Additional feedback included comments on the criteria selection. Teachers were pleased to see the criteria included text and illustrations that do not perpetuate stereotypes. One change the teachers would like to see would be to add either grade or age levels to the bibliography. Grade levels were added to each bibliographic entry in response to their comments.

The school librarian responded to a four-question Likert scale. On the first question, she responded that sometimes teachers come to her requesting help in locating multicultural literature. For the second question, she responded that sometimes she would use such a bibliography as a selection tool for ordering materials for her library. On questions three, she indicated that it is somewhat easy for her to locate multicultural literature. For the fourth question, she said she would find an annotated bibliography of multicultural literature always useful.

In contrast to the teachers, the school librarian finds it somewhat easy to locate

multicultural literature. For teachers who have a difficult time locating such literature, asking a school librarian for help would be the prudent thing to do. Comments from the school librarian were "This is a marvelous bibliography... If possible, it would be helpful if you listed grade levels or reading level with the citations."

# Chapter V

## Discussion

The idea for this project began with the belief that Banks' transformation approach is where education should be. In describing the transformation approach, Banks states that we must view the world from the perspective of ethnic groups. Textbooks have traditionally presented their lessons from a Eurocentric perspective. Granted, more textbooks being published today are including views and contributions of diverse groups. Trade books can offer the opportunity to learn about content areas or concepts from many perspectives. Because more teachers have a literature-based curriculum and multiculturalism is infused in all aspects of the curriculum, this author choose to compile and annotate a bibliography of multicultural content-area trade books. With a bibliography such as this, teachers are able to incorporate multicultural literature in all areas of the elementary curriculum. As pointed out in the teachers responses, teachers do not seek out school librarians for help in locating these materials, therefore a bibliography such as this, easily accessible, would be useful to teachers. The teachers are not asking for help from the experts that can help them.

When this project began, this author had concerns that very little multicultural literature with content or concepts imbedded in the text would be found. Before reviewing books for the bibliography, the first task was to establish criteria used for selecting titles. Violet Harris's description of multicultural literature provided a concise and inclusive list of multicultural groups.

The second step in the process was to identify titles to review. Titles were

identified through three methods. First, the author browsed the juvenile collection in Penfield Library. Journal articles containing reviews of children's literature to identify possible books for inclusion were used. Journals such as The Reading Teacher, Science & Children and Teaching Pre K Through 8 provided some excellent review articles. Book-length bibliographies and bibliographies found on the internet were used to identify literature suitable for the annotated bibliography. Book-length bibliographies consulted included This Land Is Our Land, Multicultural Picture Books and Culturally Diverse Library Collections for Children. Each of these sources provided a wealth of titles to consider. At this point in the process, it became clear that there were many books meeting the criteria for selection and there would not be time to review all of them. Books that were not found in Penfield Library were ordered through interlibrary loan. For the purposes of this project approximately 175 books were reviewed. Each book was read and compared to the criteria and a decision made if it should be included on the annotated bibliography. In addition to meeting the multicultural criteria, each book had to exhibit a content-area topic or concept in the story.

The illustrations in children's literature in recent years has become quite excellent. One important aspect is that people of ethnic groups are portrayed as individuals rather than all looking alike. Each character is illustrated with their own features and characteristics.

Within ethnic groups, African-Americans dominate children's literature and the majority of stories about Native Americans are the folktales and legends. Children's literature does need more stories of contemporary Asian-Americans, Hispanics and Native

Americans. More frequently, when groups of children are illustrated in books, they tend to be of diverse ethnic groups. Illustrations such as these of diverse ethnic groups present a positive image for children today.

For content areas covered, the majority of the titles are about the social life and customs of ethnic groups. Very few titles cover contributions various cultures have made to society. Finding multicultural trade books to contain contents of social studies and sciences is relatively easy. Mathematics is one content area lacking in trade books. Very few books include math skills and even less include contributions to mathematics by ethnic groups.

This annotated bibliography is not complete. It would take at least a year to identify and review the many other books published since 1985. Keeping the bibliography current would mean a ongoing review of books as they are published.

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# Appendix A

## An Annotated Bibliography of

## Multicultural Content-Area Trade Books

An Annotated Bibliography of

Multicultural Content-Area Trade Books

Agard, J. (1989). **The Calypso Alphabet**. NY: Henry Holt & Company. grades PS-2.

An alphabet book using caribbean words. Notes at the end explain origin of some words. Use for alphabet; Caribbean culture, animals, agriculture.

Albert, B. (1991). **Where Does the Trail Lead?** NY: Simon & Schuster. grades PS-3.

An African-American boy follows a path on an island noticing all the wildlife and plants. Use for islands; sea; ocean; coastal areas; tide pools.

Altman, L. J. (1993). **Amelia's Road.** NY: Lee & Low Books. grades K-3.

Amelia hates roads. Everytime her father gets out the road map, it means they are leaving for another place. Amelia's family are migrant farm workers. Finally, at one location, Amelia finds a place she can belong. Use for agriculture; migrant farm workers; roads; map reading skills, directions.

Andrews, J. (1986). **Very Last First Time.** NY: Atheneum. grades PS-4.

Eva, an Inuit from Northern Canada, tells her story of the very last first time she walks on the bottom of the sea by herself. When the tide is out, the Inuit walk on the bottom of the sea collecting mussels. Use for Inuit culture; life on the tundra; oceanography & aquatic life.

Anno, M. (1986). **All in a Day.** NY: Philomel Books. grades K-4.

Illustrates a 24 hour time period in eight different countries, highlighting time zones. Use for time zones; seasons.

Bartone, E. (1993). **Peppe the Lamplighter.** NY: Lothrop, Lee & Shepard Books. grades 1-5.

Peppe & his family have immigrated to America from Italy. To help provide for

his family, Peppe takes a job as a lamplighter. Pappa, believing the job is not worthy, makes Peppe ashamed to be a lamplighter until little Assunta does not come home because she is afraid of the dark. Use for occupations; immigrants; cities; families.

Belton, S. (1993). **From Miss Ida's Porch.** NY: Four Winds Press. grades 2-6.

Children and adults gather at Miss Ida's porch for stories from the past. The adults tell stories about Lena Horne, Duke Ellington and Marian Anderson. Use for African-American history & entertainers; trolleys; Washington, D.C.

Birch, D. (1988). **The King's Chessboard.** NY: Dial. grades 3-6.

When a wise man from India does a service for the king, the king insists on rewarding him. The wise man decides to accept a grain of rice for the first day and to have the amount doubled each day, as many days as there are squares on the King's chessboard. Use for mathematics; measurements.

Booth, B. D. (1991). **Mandy.** NY: Lothrop, Lee & Shepard Books. grades 1-4.

When her grandmother loses her favorite brooch, Mandy goes searching for it in the dark. Use for hearing disorders.

Brusca, M. C. (1991). **On the Pampas.** NY: Henry Holt & Company. grades PS-2.

Story of one young girl's summer with her grandparents at their ranch on the pampas of Argentina. During the summer she learns to be a gaucho. Use for Argentina--social life & customs; ranch life.

Bunting, E. (1994). **Flower Garden.** NY: Harcourt Brace & Company. grades PS-2.

A young African-American girl and her father buy flowers to plant a window box for her mother's birthday. Use for agriculture--flowers; city life; families.

Carlstrom, N. W. (1987). **Wild Wild Sunflower Child Anna.** NY: Macmillan. grades PS-2.

Anna, an African-American child, spends her morning frolicking in the garden

among the flowers, bugs, frogs and beetles. Use for flowers; insects; fruits.

Castaneda, O. S. (1993). **Abuela's Weave.** NY: Lee & Low Books. grades 1-4.

A young Guatemalan girl and her Abuela weave a beautiful tapestry to sell at the market. Use for Guatemala--social life & customs; cities, rural areas.

Cherry, L. (1990). **The Great Kapok Tree.** NY: Harcourt Brace Jovanovich. grades 1-6.

The creatures and people of the Amazon rain forest convince a sleeping man not to chop down the kapok tree. Use for Amazon rain forest, plants, animals.

Cherry, L. (1992). **A River Ran Wild: An Environmental History.** NY: Harcourt Brace & Company. grades K-4.

The story of the Nashua River flowing through Massachusetts and New Hampshire, from the time the Native Americans discovered it through the industrial revolution to clean up for people to enjoy today. Use for Nashua River, rivers; Algonquin, Native Americans; industrial revolution; wildlife, pollution.

Coerr, E. (1993). **Sadako.** NY: Putnam. grades 3-6.

The story of Sadako, who died in 1955, of the atom bomb disease, leukemia. Before she died, Sadako began folding 1000 paper cranes so the gods would grant her wish and make her well again. Her classmates folded the last 356 cranes so she would be buried with 1000 paper cranes. Use for Japan, Hiroshima history; WW II; atom bomb.

Cole, J. (1995). **The Magic School Bus Inside a Hurricane.** NY: Scholastic. grades 2-6.

The wacky Ms. Frizzle takes the kids on a trip to the weather station. Use for weather.

The Magic School Bus series are appropriate for a wide range of science topics. Other titles in the series include:

The Magic School Bus In the Eye of the Hurricane (1995)
The Magic School Bus in the Human Body (1993)
The Magic School Bus in the Time of the Dinosaurs (1994)
The Magic School Bus Inside the Earth (1987)

The Magic School Bus Lost in the Solar System (1990)
The Magic School Bus On the Ocean Floor (1992)

Cote, N. (1993). **Palm Trees.** NY: Four Winds Press. grades PS-2.

When Millie has to fix her hair by herself, her friend Renee laughs at the palm trees on her head. Milllie is upset and ready to cut her hair when Renee shows up with 3 palm trees on her head. Use for cities; shadows; palm trees; friendship..

Crews, D. (1991). **Bigmama's.** NY: Greenwillow Books. grades PS-3.

Donald Crews' autobiographical account of spending summers at his grandparents. Use for transportation--trains, car, horse & wagon; agriculture--sugar cane; families.

Cumming, P. (1993). **Out on the Ice in the Middle of the Bay.** Toronto: Annick Press. grades K-4.

One night, a very young Inuit girl wanders out to an iceberg. There she meets a young polar bear. A standoff takes place between the girl's father and the mother polar bear when they go looking for their young. Use for icebergs; polar bears; Inuit.

Davol, M. W. (1992). **The Heart of the Wood.** NY: Simon & Schuster. grades K-4.

A cumulative tale of a tree cut down to make a fiddle. Use for trees; forestry; musical instruments.

Dionetti, M. (1991). **Coal Mine Peaches.** NY: Orchard Books. grades 1-4.

An Italian-American grandfather tells stories of his life and the lives of his children to his eldest granddaughter. Use for coal; bridges; families; gardening; Italian-Americans.

Dooley, N. (1991). **Everybody Cooks Rice.** Minneapolis, MN: Carolrhoda Books, Inc. grades K-4.

Carrie goes looking for her younger brother because it's dinner time. As she goes from neighbor to neighbor, she discovers that everybody eats rice. Use for Foods--rice; Barbados, Puerto Rico, Vietnam, India, China, Haiti, Italy.

Dorros, A. (1995). **Isla.** NY: Dutton Children's Books. grades K-3.

A young girl and her grandmother take an imaginary journey to the island where her grandmother grew up. Use for islands; Caribbean; rain forests; cities, rural areas; Hispanic-Americans.

Dragonwagon, C. (1986). **Half a Moon and One Whole Star.** NY: Macmillan. grades PS-3.

Told in rhyme, the story explains where the moon and stars go each day. Use for astronomy.

Dragonwagon, C. (1990). **Home Place.** NY: Macmillan. grades K-3.

A family hiking in the woods comes across an old chimney and imagines about the family who once lived there. Use for forests; reclaiming of woodlands.

Ekoomiak, N. (1990). **Artic Memories.** NY: Henry Holt and Company. grades 3-6.

Illustrations and text by the author, an Inuit, of growing up in Northern Quebec. The text is written in English and Inuktitut. Use for Inuit peoples of Canada.

Flournoy, V. (1985). **The Patchwork Quilt.** NY:Dial. grades PS-3.

Using bits of cloth from everyone's clothes, Grandma pieces together a patchwork quilt. During the year, Grandma becomes ill and Tanya and her mother continue work on the patchwork quilt. Use for families; seasons, year.

Flournoy, V. (1995). **Tanya's Renuion.** NY: Dial. grades PS-3.

Tanya accompanies her Grandmother to the old family farm, in Virginia, to prepare for the largest ever family reunion. Use for families; farms; transportation--buses; Virginia, African-Americans.

George, J. C. (1995). **Everglades.** NY: HarperCollins. grades 1-4.

A Native American storyteller tells five children the story of the Florida everglades while they canoe through the everglades. The children want to know what happened to the animals and plants once abundant in the everglades. Use for environment--everglades ecosystem; geography; Seminole Indians.

Gerstein, M. (1987). **The Mountains of Tibet.** NY: Harper & Row Publishers. grades 2 and up.

A man grows up in Tibet always wishing he could visit other places. When he dies, he is given the choice of a new life or going to heaven. He chooses a new life and then chooses the galaxy, planet, & country for his new life. Use for astronomy.

Gibbons, G. (1989). **Marge's Diner.** NY: Thomas Y. Crowell. grades 1-4.

Marge's diner is the busiest place in town. The story describes a day at Marge's diner and what Marge has to do to run her diner. Use for food; measurements; occupations and women.

Giganti, P. (1992). **Each Orange Had 8 Slices.** NY: Greenwillow Books. grades PS-3

A counting book using addition and multiplication to solve the questions. Illustrations of children of different races are only on one page. Use for mathematics.

Greenfield, E. (1993). **William and the Good Old Days.** NY: HarperCollins Publishers. grades PS-3.

Wiliam thinks back to the year before when his Grandmama was well and running her own restaurant. He wishes for her to recover and life to be like it was. Use for insects; seasons, year.

Grifalconi, A. (1990). **Osa's Pride.** Boston: Little, Brown & Company. grades PS-3.

When Osa becomes too proud to listen to others, her grandmother teachers her a lesson in pride using a story cloth. Use for Africa--social life; history of quilt making.

Hamilton, V. (1992). **Drylongso.** NY: Harcourt Brace Jovanovich, Publishers. grades 3-6.

An African-American family is farming the best they can during a drought. One day a dust storm blows in bringing a boy, Drylongso. Drylongso shows the family how to find water using a divining rod. Use for drought; farm life; agriculture.

Harvey, B. (1987). **Immigrant Girl: Becky of Eldridge Street.** NY: Holiday House. grades 2-5.

Becky and her family have come to America to escape the persecution of Jews in Russia. Becky describes what life is like in NY City in 1910. Includes a glossary of Russian terms. Use for Russians; Jews--social life & customs; immigration; unions; NY City--social life & customs.

Haskins, J. (1987). **Count Your Way Through . . .** series. Minneapolis, MN: Carolrhoda Books. grades 1-4.

A series of books which uses numbers 1-10 to teach about the history and culture of different countries. The series includes the following countries:

| | | | |
|---|---|---|---|
| Africa (1992) | France (1996) | Israel (1990) | Russia (1987) |
| the Arab World (1991) | Germany (1991) | Italy (1990) | |
| Brazil (1996) | Greece (1996) | Japan (1987) | |
| Canada (1989) | India (1990) | Korea (1989) | |
| China (1987) | Ireland (1996) | Mexico (1987) | |

Use for numerals; social life & customs, history of individual countries.

Heath, A. (1992). **Sofie's Role.** NY: Four Winds Press. grades PS-3.

The day before Christmas, Sofie helps her parents at their bakery. Use for bakeries, pasteries; families; occupations.

Heide, F. P. & Gilliland, J. H. (1990). **The Day of Ahmed's Secret.** NY: Lothrop, Lee & Shepard Books. grades K-4.

As Ahmed goes through the day doing his work, delivering fuel in Cairo, he thinks about the secret he has for his family. Ahmed has learned to write his name. Use for Cairo--social life& customs; fuel; writing.

Hirschi, R. (1992). **Seya's Song.** Seattle, WA: Sasquatch Books. grades PS-5.

A young S'Klallam girl describes activities of her people through each of the seasons. Includes a glossary of S'Klallan words. Use for seasons; salmon; S'Klallam Indians; Pacific Northwest.

Hoffman, M. (1991). **Amazing Grace.** NY: Dial. grades PS-3.

Even though her classmates say she can't play Peter Pan because she is a girl and an African-American, Grace decides she can be the best Peter Pan. Use for African-American culture; theater; gender & race issues.

Hoffman, M. (1995). **Boundless Grace.** NY: Dial. grades PS-3.

In the sequel to *Amazing Grace*, Grace and Nana go to Africa to visit Grace's father and his family. Grace learns that not all families are like the stories she has read. The African community is pictured as a pleasant place to live. Use for Africa; families.

Hopkinson, D. (1993). **Sweet Clara and the Freedom Quilt.** NY: Knopf. grades K-6.

Using her quilting skills, Clara pieces together a map quilt showing the way to freedom. Other slaves are able to use her map to find their way to freedom. Use for African-American history; slavery; underground railroad.

Houston, G. (1988). **The Year of the Perfect Christmas Tree.** NY: Dial. grades 1-4.

Each year one family gives a Christmas tree to the church. In 1918, it is Ruthie's family's turn. She and Papa pick out a balsam tree before he leaves to join the war. How will the church get its tree if Papa isn't home before Christmas? Use for Appalachian culture; WW I.

Howard, E. F. (1993). **Mac and Marie and The Train Toss Surprise.** NY: Four Winds Press. grades PS-4.

Uncle Clem, who works in the dining car on a train, has written Mac and Marie and told them to watch for the train on Thursday evening. Uncle Clem promises to toss a surprise from the train to them. Use for trains; geography; conch shells.

Hoyt-Goldsmith, D. (1993). **Celebrating Kwanzaa.** NY: Holiday House. grades 1-6.

Photographs and text of a African-American family in Chicago celebrating Kwanzaa, the African-American festival of the harvest. Use for Kwanzaa; African-Americans--customs.

Hoyt-Goldsmith, D. (1992). **Hoang Anh: A Vietnamese American Boy.** NY: Holiday House. grades 3-6.

Hoang Anh relates what life is like for a contemporary Vietnamese-American boy growing up in California. Use for immigrants; Vietnamese-Americans; Vietnam history; fishing industry.

Hudson, C. W. (1987). **Afro-Bets ABC Book.** Orange NJ: Just Us Books. grades PS-2

An ABC book featuring African-American children. Use for alphabet.

Hudson, C. W. (1987). **Afro-Bets 123 Book.** Orange, NJ: Just Us Books. grades PS-2.

A counting book featuring African-American children and includes colors and geometric shapes. Use for numbers, colors, geometric shapes.

Hudson, W. (1991). **Jamal's Busy Day.** Orange, NJ: Just Us Books. grades PS-2.

Jamal relates his busy day at school to that of his parents at work. Use for nutrition; occupations; families.

Hurwitz, J. (1993). **New Shoes for Silvia.** NY: Morrow Junior Books. grades PS-3.

Silvia's aunt from America sends her red shoes for a present. Silvia finds many uses for the shoes until she finally grows into the shoes. Use for time; South America.

Igus, T. (1992). **When I Was Little.** Orange, NJ: Just Us Books. grades 1-4.

While fishing at their favorite fishing hole, a Grandfather tells his grandson what life was like when he was little. The two compare what life was like before and since many modern conveniences. Use for rural areas; rivers; inventions (telephone, tv, jet planes, automobiles, washing machines, phonographs, refrigerators).

Ikeda, D. (1992). **Over the Deep Blue Sea.** NY: Knopf. grades 1-4.

Akiko and Hiroshi have just come to the island. The make friends with Pablo. Pablo shows them all about the island, the ocean life and the sea turtles. Prejudices left over from the war threaten the children's friendship. Use for islands; ocean; sea turtles; geography; friendship.

Johnson, A. (1992). **The Leaving Morning.** NY: Orchard Books. grades PS-3.

As a African-American family prepares to move from their apartment in the city, they say good-bye to friends and family. Use for communities--cities.

Johnson, D. (1992). **The Best Bug to Be.** NY: Macmillan. grades K-4.

Kelly is disappointed when she's picked to be a bee in the class play. She really wanted the lead part of the Queen butterfly. But Kelly works hard and makes her performance the best one in the play. Use for insects (butterflies, bees, ladybugs); toads, African-Americans.

Johnson, D. (1993). **Now Let Me Fly: The Story of a Slave Family.** NY: Macmillan. grades K-4.

The fictional story of how one young African girl was kidnapped and sold into slavery. This is her story from a life in Africa to a slave mother fearful for her children. Use for African-American history; slavery.

Johnson, H. (1989). **A Visit to the Country.** NY: Harper & Row Publishers. grades PS-3.

Mike visits his grandparents on their farm. He learns how to milk a cow and gather eggs from the hens. Mike finds an abandoned baby bird and decides to feed and care for the bird. When the bird has grown, Mike realizes he must let the bird go. Use for farm life & animals; birds.

Joosse, B. M. (1991). **Mama, Do You Love Me?** San Francisco: Chronicle Books. grades K-3.

A young Inuit girl questions her mother about her love for her daughter. A

glossary of Inuit terms is included. Use for whales, ravens, puffins, musk-ox, walrus, polar bear; Inuits, dog sleds.

Joseph, L. (1992). **An Island Christmas.** Boston: Houghton Mifflin. grades 1-4.

A young girl from Trinidad and Tobago helps her mother prepare the traditional dishes for their Christmas celebration. Includes notes about the Christmas customs and dishes. Use for Trinidad & Tobago--holidays & customs.

Joseph, L. (1994). **Jasmine's Parlour Day.** NY: Lotherop, Lee & Shepard Books. grades 1-4.

On the island of Trinidad, Jasmine and her mother prepare for parlour day. The local people set out their food and wares in wooden parlours to sell to the tourists. Use for Trinidad--social life & customs.

Kandoian, E. (1989). **Is Anybody Up?** NY: G. P. Putnam's Sons. grades PS-4.

When Molly gets up to eat breakfast, she thinks about all the other people in the same time zone having breakfast too, from the Inuits of Buffin Bay to the seal in Antarctica. Use for time zones.

Kandoian, E. (1992). **Molly's Seasons.** NY: Cobblehill Books. grades PS-4.

A story about the seasons. Molly wonders if everyone around the world has the same seasons as her. In school, she finds out about seasons all over the world. Use for seasons, astronomy.

Kandoian, E. (1987). **Under the Sun.** NY: Dodd, Mead & Company. grades PS-4.

A young girl wonders where the sun goes at night. Use for astronomy.

Keegan, M. (1991). **Pueblo Boy: Growing Up in Two Worlds.** NY: Cobblehill Books. grades 2-6.

The true story of a young Pueblo Indian boy growing up in New Mexico. The text and photographs successfully show Timmy and his family have blended their Pueblo

culture with an American culture. Use for Pueblo Indians--social life & customs.

Keller, H. (1992). **Island Baby.** NY: Greenwillow Books. grades PS-2.

Simon helps Pops at his island bird hospital every day. Simon finds a baby flamingo floating in the ocean. He and Pops care for the bird all summer. When school starts Simon takes the flamingo to the salt marsh to let him go. Use for birds--flamingos; salt marsh; oceans; islands.

Kroll, V. (1992). **Masai and I.** NY: Four Winds Press. grades PS-3.

A young girl, who has learned about the Masai in school, considers how her life would be if she were Masai. Use for East Africa--Masai--social life.

Kuklin, S. (1992). **How My Family Lives in America.** NY: Bradbury Press. grades PS-2.

A photo essay of three children and their families. Each of the three families continue with customs and traditions from the parents' home country. Use for African-Americans--social life & customs; Hispanic-Americans--social life & customs; Asian-Americans--social life & customs.

Kurtz, J. (1994). **Fire on the Mountain.** NY: Simon & Schuster. grades 2-5.

A young Ethiopian boy stays in the mountains all night to earn money and cows from an arrogant rich man. Use for Ethiopia--culture & social life

Lawrence, J. (1993). **The Great Migration: An American Story.** NY: HarperCollins. grades 3-7.

Story of the African-American migration to nothern cities during early 20th century depicted in art. African-Americans left the south to find jobs in the industrial north. Use for African-American history--20th century.

Lawrence, J. (1993). **Harriet and the Promised Land.** NY: Simon & Schuster. grades 3-7.

Story of Harriet Tubman's life, in verse. Use for Harriet Tubman; underground railroad; African-American history.

Lee, J. M. (1987). **Ba-Nam.** NY: Henry Holt and Company. grades 4-6.

For Thanh-Minh, the day to honor one's ancestors, Nan and her family visit the graves of their ancestors. At first Nan is scared of the graveskeeper but when Ba-Nam finds Nan in the dark, Nan has a new friend. Use for South Vietnam--customs; thunderstorms.

Lee, J. M. (1991). **Silent Lotus.** NY: Farrar, Strauss & Giroux. grades 1-4.

Lotus was born long ago in Kampuchea. She could not hear nor speak but she loved to watch the herons, cranes and white egrets in the lake near her home. When her parents took her to the kingdom to pray, Lotus saw the king's dancers and began to imitiate them. Lotus stayed to learn to dance with the best dancers. Use for hearing disabilities; herons, cranes egrets.

Leighton, M. R. (1992). **An Ellis Island Christmas.** NY: Viking. grades 2-6.

A young girl and her family leave Poland to immigrate to the United States. The trip across the ocean is long and treacherous. Use for Polish-Americans, Immigration, transportation--ships; Atlantic Ocean; money.

Levinson, R. (1988). **Our Home is The Sea.** NJ: E. P. Dutton. grades K-3.

A young boy living in Hong Kong eagerly looks forward to the summer when he joins his father and grandfather on their fishing boat. He plans to become a fisherman just as they are. Use for Hong Kong--social life & customs; sea; trams; gingko trees; peacocks.

Levinson, R. (1993). **Soon, Annala.** NY: Orchard Books. grades 1-5.

Annala and most of her family have immigrated to America. She anxiously awaits the arrival of her two younger brothers. Use for days of the week; Ellis Island, immigrants; ships, ferries.

Levinson, R. (1985). **Watch the Stars Come Out.** NY: E. P. Dutton. grades 1-5.

A young girl listens as her grandmother tells the story of when her mother immigrated to America. Use for astronomy; immigration; islands; ocean; ferries; trolleys.

Lomas, G. C. (1990). **Family Pictures.** San Francisco: Children's Book Press. grades 1-7.

The author relates her story of growing up in an Hispanic community in Texas. Use for Mexico; Hispanics; families.

Luenn, N. (1990). **Nessa's Fish.** NY: Atheneum. grades 1-4.

Nessa and her grandmother catch enough fish to feed everyone in their camp. But before they return to camp, Grandmother becomes ill and must rest. Nessa scares away wolves, fox and a bear to keep them from eating the fish. Use for life on tundra; wolves; foxes; bears; Inuit.

Lynn, G. E. (1993). **Dreamplace.** NY: Orchard Books. grades PS-5.

A young girl tours the lands and homes of the Anasazi Indians describing what their life must have been like. Use for Anasazi Indians--social life & customs.

Machotka, H. (1992). **Pasta Factory.** Boston: Houghton Mifflin Company. grades 2-6.

A photographic essay of children touring the Tutta Pasta factory in New York City. The children see how the pasta is made and learn about the quality control steps taken to keep the pasta fresh. Use for nutrition; food--pasta; China, Italy, chemistry--nitrogen, oxygen, carbon dioxide.

McDonald, M. (1995). **Insects Are My Life.** NY: Orchard Books. grades 1-4.

Amanda is an insect's best friend. She studies each and every one to learn more about them. Amanda has trouble getting along with her classmates until she meets Maggie, reptile's best friend. Use for insects.

McKissack, P. C. (1992). **A Million Fish . . . More or Less.** NY: Knopf. grades PS-5.

A young boy fishing in the bayou catches a million fish. When he arrives home with only 3 fish, he tells his tale of catching a million fish. Use for swamps; mathematics.

McKissack, P. C. (1988). **Mirandy and Brother Wind.** NY: Knopf. grades PS-5.

Determined to win her first junior cakewalk, Mirandy sets out to capture Brother Wind to be her partner. Use for African-Americans--culture; history of cakewalk.

McMillian, B. (1991). **Eating Fractions.** NY: Scholastic. grades PS-4.

Using photographs of food, the author illustrates fractions (whole, half, thirds & fourths). Use for mathematics.

Medearis, A. S. (1994). **Annie's Gifts.** Orange, NJ: Just Us Books. grades 1-3.

Try as she might, Annie cannot sing like her sister or play the trumpet like her brother. Annie finds her talent is writing poetry and drawing. Use for families; music--blues; musical instruments.

Medearis, A. S. (1991). **Dancing With the Indians.** NY: Holiday House. grades K-5

An African-American family joins a Semiole powwow each year in recognition of slave ancestors who were taken in and cared for by the Seminoles. Use for Seminole Indians--customs; African-Americans--history, slavery.

Mendez, P. (1989). **The Black Snowman.** NY: Scholastic. grades PS-5.

Two young African-American boys make a snowman from the black, dirty snow. They find a magical kente cloth in the trash and use it for the snowman. The magical kente cloth brings the snowman to life. The black snowman teaches the boys to be proud of their heritage. Use for Africa- Ashunti Tribe; weather; African-Americans.

Merrill, J. (1992). **The Girl Who Loved Caterpillars.** NY: Philomel. grades 2-6.

A story from 12th century Japan. A young girl embarrasses her noble family because she only cares for caterpillars and other insects and rejects the proper ways of the time. Use for caterpillars, Japan--history.

Miller, M. L. (1985). **Dizzy From Fools.** Natick, MA: Picture Book Studio USA. grades 1-4.

Declaring that only men can be fools, the king orders tryouts for the fool's job. His daughter proves that girls can do the job just as well as men. Use for gender issues.

Mitchell, M. K. (1993). **Uncle Jed's Barbershop.** NY: Simon & Schuster. grades PS-5.

An African-American man struggles during the time of the great depression to save his money and fulfill his dream of owning his own barbershop. Finally at age 79, his dream comes true. Use for Great Depression; segregation; sharecroppers; occupations--barber; African-Americans.

Mochizuki, K. (1993). **Baseball Saved Us.** NY: Lee and Low Books. grades 1-8.

A story about one Japanese-American boy's experiences in the internment camps during WWII. The boy's father organizes the construction of a baseball field. All the adults pitch in to make bleachers and uniforms. Baseball equipment is sent from home. Use for Japanese-Americans--internment camps; WW II.

Morris, A. (1992). **Houses and Homes.** NY: Lothrop, Lee & Shepard Books. grades PS-3.

Photographs of houses from all over the world. Index includes a description of each house and which country it is from. Also included is a map of the world marking all the countries that are represented in the book. Use for geography; homes.

Newman, L. (1995). **Too Far Away To Touch.** NY: Clarion Books. grades 2-5.

Uncle Leonard takes Zoe to the planetarium and later to the beach to see the stars for real. Uncle Leonard tells Zoe that after he dies (from AIDS), he'll be too far away to touch but Zoe can always see him, just like the stars. Use for astronomy; families.

Nodar, C. S. (1992). **Abuelita's Paradise.** Morton Grove, IL: Albert Whitman & Company. grades K-3.

Marita sits in the rocking chair that belonged to her grandmother. Sitting in the chair, wrapped in Abuelita's blanket, Marita remembers the stories she told of Puerto

Rico. Use for agriculture-sugar cane; Puerto Rico, birds-honeycreeper; rain forests.

Olson, A. N. (1987). **The Lighthouse Keeper's Daughter.** Boston: Little, Brown & Company. grades 3-6.

Miranda's father must leave her and her mother to go for food in the winter. While he is away Miranda lights the lamps in the lighthouse each night. Use for lighthouses; geology--coastal areas.

Paulsen, G. (1995). **The Tortilla Factory.** NY: Harcourt Brace & Company. grades PS-3.

A simple tale of the process of growing corn to make tortillas. Use for agriculture--corn.

Pinkney, A. D. (1993). **Alvin Ailey.** NY: Hyperion Books. grades 2-6.

The biography of Alvin Ailey, creator of The Alvin Ailey American Dance Theater. Use for African-Americans--dance; Alvin Ailey.

Pinkney, A. D. (1994). **Dear Benjamin Banneker.** NY: Harcourt Brace & Comany. grades 2-6.

The biography of Benjamin Banneker, considered by some to be the first African-American man of science. Benjamin taught himself astronomy, and in 1792 published his first almanac. Use for astronomy; almanacs; Benjamin Banneker.

Pinkney, A. D. (1993). **Seven Candles for Kwanzaa.** NY: Dial. grades K and up.

An African-American family celebrates Kwanzaa. Each day and belief of the holiday is described. Use for Kwanzaa; African-Americans--customs.

Pinkney, B. (1994). **Max Found Two Sticks.** NY: Simon & Schuster. grades PS-4.

When the wind blows two sticks in Max's lap, he uses them to beat on boxes, bottles, anything to make a sound. Use for cities; weather-clouds, breeze, wind; sounds.

Pinkney, G. J. (1992). **Back Home.** NY: Dial. grades PS-5.

Ernestine goes back home to North Carolina to visit southern relatives for a week in the summer. Use for rural, farm areas; transportation--trains, automobiles; goats; families.

Pinkney, G. J. (1994). **The Sunday Outing.** NY: Dial. grades PS-5.

Ernestine loves going to the railroad to watch the trains leave. She dreams about the day she'll get to take a trip on a train. When her southern relatives invite her for a visit, she finally get her train ride. Use for trolley cars; cities; railroads, trains.

Polacco, P. (1993). **The Bee Tree.** NY: Philomel. grades PS-5.

When Mary Ellen grows tired of reading, Grampa takes her on a hunt. He catches some bees and they chase the bees looking for the bee tree and honey. Use for bees.

Polacco. P. (1992). **Chicken Sunday.** NY: Philomel. grades PS-5.

Three children make Ukranian pysanky eggs to sell. With their money, they intend to buy Miss Eula the easter bonnet she longs for. Use for Ukranian culture; African-American culture; intergenerational relationships.

Polacco, P. (1992). **Mrs. Katz and Tush.** NY: Bantam Books. grades 1-6.

Larnel, an African-American boy, becomes friends with Mrs. Katz. He brings her a kitten, Tush, for her own. Larnel helps Mrs. Katz with Tush and she makes kugel for him every day. Use for cats; Catskills; Poland; Judiasm.

Polacco, P. (1994). **Pink and Say.** NY: Philomel. grades 4 and up.

Two young boys, one African-American, one white meet during the civil war. Both are fighting for the Northern side and are taken prisoner by the southern side. Use for US history--civil war.

Polacco, P. (1990). **Thunder Cake.** NY: Philomel. grades PS-3.

A child, scared of thunderstorms, helps her grandmother make thunder cake. In

the process, she finds she wasn't so scared after all. Use for weather; cookery.

Polacco, P. (1994). **Tikvah Means Hope.** NY: Doubleday. grades PS-3.

Justine and Duane help their neighbor, Mr. Roth, build his sukkoth for Jewish harvest festival. The fire that rages through the community destroys everything but the sukkoth. Use for Judaism--customs & celebrations; fire.

Polacco, P. (1988). **Rechenka's Eggs.** NY: Philomel. grades PS-4.

When Old Babushka's beautiful pysanky eggs are broken, Rechenka, the goose, replaces them by laying one egg each day for 12 days. Old Babushka can now go to the Easter festival. Use for Ukranian art; Old Moscow.

Porte, B. A. (1993). **"Leave That Cricket Be, Alan Lee."** NY: Greenwillow Books. grades PS-5.

Alan hears a cricket in the house and is determined to catch it. His uncle tells about making cricket cages and how people in China would keep crickets for pets. Only when he catches the cricket, the cricket doesn't sing for Alan Lee. Use for crickets; China-social life & customs; Asian-Americans.

Raschka, C. (1992). **Charlie Parker Played Be Bop.** NY: Orchard Books. grades K-3.

An introduction to the legendary Charlie Parker and jazz music. Use for Charlie Parker; jazz; musical instruments.

Ringgold, F. (1992). **Aunt Harriet's Underground Railroad in the Sky.** NY: Crown. grades 2-6.

Cassie follows the underground railroad to freedom and is reunited with her younger brother. Through her trip, Cassie learns what her great-great-grandparents went through. Use for African-American history--slavery; underground railroad; Harriet Tubman.

Ringgold, F. (1993). **Dinner at Aunt Connie's House.** NY: Hyperion Books. grades 1-4.

Aunt Connie's surprise for this year's dinner are paintings of 12 famous African-American women. Use for African-American women; civil rights.

Ringgold, F. (1991). **Tar Beach.** NY: Crown. grades PS-3.

A young African American girl growing up in Harlem dreams of owning the buildings and an easier life for her family. Use for cities; harlem; African-American--social life.

Rogers, J. (1985). **King Island Christmas.** NY: Greenwillow. grades 1-4.

To be able to bring the new priest ashore, the Eskimos of King Island cross 10 miles to the other side to calmer waters. There, they can travel by oomiak to the freighter ship to get the priest. Everyone on the island goes to welcome the new priest. Use for Eskimos-social life & customs; Bering Sea; islands; northern lights; freighter ships.

Rogers, J. (1988). **Runaway Mittens.** NY: Greenwillow. grades PS-2.

Pica's grandmother has knit him red mittens to keep his hands warm for the winter. Pica's mittens seem to run away whenever he needs them. Use for weather; Eskimo--social life.

Sakai, K. (1990). **Sachiko Means Happiness.** San Francisco: Children's Book Press. grades K-3.

Sachiko doesn't enjoy being with her grandmother until she begin to understand how Alzheimer's has affected her grandmother. Use for families; aging; intergenerational relationships.

Samton, S. (1990). **Amazing Aunt Agatha.** Milwaukee, WI: Raintree Publishers. grades PS-3.

An alphabet book, both upper and lower case letters are used, as well as nouns and verbs. Use for alphabet; nouns, verbs.

Schotter, R. (1993). **A Fruit & Vegetable Man.** Boston: Little Brown & Company. grades 1-3.

Ruby Rubenstein gets up early each day to select the best fruits & vegetables for his store. When Ruby becomes ill, Sun Ho and his family take care of the store for Ruby. Ruby decides it is time to retire and sells his store to Sun Ho - the new fruit and vegetable man. Use for fruits & vegetables; occupations; Asian-Americans.

Say, A. (1990). **El Chino.** Boston: Houghton Mifflin Company. grades 2-6.

The biography of Bong Way "Billy" Wong, the first Chinese bullfighter. A Chinese American growing up in Arizona, Billy's father told him he could be whatever he wanted. Ignoring others who said he couldn't, Billy worked hard to become a matador in Spain. Use for occupations; Spain; bullfights; Bong Way "Billy" Wong.

Say, A. (1993). **Grandfather's Journey.** NY: Houghton Mifflin. grades K-5.

Allen Say tells the story of his grandfather's travels and life in American and Japan. Use for transportation--boats, trains; geography of US & Japan.

Say, A. (1988). **A River Dream.** Boston: Houghton Mifflin. grades K-3.

A young boy, sick in bed, is sent a tackle box from his Uncle. When he opens the tackle box mayflies fly away and the boy joins his uncle fishing in a river. Use for rivers; fish; ecology; insects.

Schroeder, A. (1989). **Ragtime Tumpie.** Boston: Little, Brown & Company. grades PS-3.

Story based on the early life of Josephine Baker. As a young girl growing up in St. Louis, Tumpie loved to dance to ragtime music. Use for outdoor markets; St. Louis--history(1915); ragtime music; Josephine Baker.

Schwartz, D. M. (1985). **How Much is a Million?** NY: Lothrop, Lee & Shepard Books. grades 2-5.

A mathematical magician explains a million, billion and a trillion to a group of culturally diverse children. Use for mathematics.

Schwartz, D. M. (1989). **If You Made a Million.** NY: Lothrop, Lee & Shepard Books. grades 2-5.

The mathematical magician is back and this time he explains money, interest and banks. Use for mathematics, money;

Schwartz, H. (1989). **How I Captured a Dinosaur.** NY: Orchard Books. grades PS-3.

Liz goes camping with her parents and discovers an Albertosaurus. Albert goes home with Liz's family to live with them. Use for dinosaurs, geography.

Scieszka, J. (1995). **Math Curse.** NY: Viking. grades 1 and up.

When Mrs. Fibonacci tells her students almost everything is a math problem, one student has problems. Use for mathematics--graphs, charts, money, fractions; Mayan numerals.

Sis. P. (1993). **Komodo!** NY: Greenwillow Books. grades 1-3.

The parents of a young boy take him to the island of Komodo to see the Komodo dragon. Use for Komodo dragon, lizards; Indonesia.

Sis, P. (1993). **A Small Tall Tale From the Far Far North.** NY: Knopf. grades 3-6.

The tale of Jan Welzl's story as imagined by the author. Jan Welzl, born in Morvia, left to journey to Siberia and later to northern Canada and Alaska. Along the way he lived with Eskimos and learned from them how to survive in the far north. Use for Artic regions--animals; geography; Eskimos; gold rush; seasons; T.A. Edison--phonograph.

Smalls-Hector, I. (1991). **Irene and the Big, Fine Nickel.** Boston: Little, Brown & Company. grades PS-5.

Irene and her friends, living in Harlem in 1957, find a nickel in the gutter and decide to buy a raisin bun with it. Use for mathematics, money; geography.

Soto, G. (1993). **Too Many Tamales.** NY: G.P. Putnam's Sons. grades 1-4.

Maria helps her mother make tamales for the family Christmas celebrations. When Maria later realizes she has lost her mother's ring in the mesa, Maria and her cousins eat all the tamales looking for the ring. Use for Mexican-Americans--social life & customs, food.

Stanley, F. (1991). **The Last Princess: The Story of Princess Ka'iulani of Hawai'i.** NY: Four Winds Press. grades 1-4.

A biographical story of Princess Ka'iulani of Hawaii. She would have been Queen of Hawaii had the United States not annexed Hawaii in 1898. Use for Hawaii--history & culture, language, flora & fauna.

Stanley, S. (1993). **The Rains Are Coming.** NY: Greenwillow Books. grades K-2.

Aimee's father is a missionary and the family lives in Zaire. Aimee gathers her friends together for her party but they must hurry for the rains are coming. Use for Zaire--social life & customs; weather.

Stolz, M. (1988). **Storm in the Night.** NY: Harper & Row. grades PS-3.

During a thunderstorm, Grandfather tells Thomas a story of when he was younger and afraid of storms. Sitting in the dark, Grandfather and Thomas discuss sounds they hear when the electricity has gone out. Use for storms, weather; senses.

Strete, C. K. (1990). **Big Thunder Magic.** NY: Greenwillow Books. grades PS-5.

When the Great Chief takes his sheep, Nanabee to the city, Thunderspirit follows. Nanabee is captured and put in the zoo when she is found eating grass at the park. Thunderspirit frees Nanabee and all return to their home on the pueblo. Use for sounds; sheep; cities; Pueblo Indians.

Tornqvist, R. (1990). **The Christmas Carp.** NY: R & S Books. grades 1-4.

Thomas spends Christmas with his grandfather in Prague. In Prague, people don't eat turkeys or hams for Christmas dinner, they eat carp. Thomas and Grandfather go to the market to buy the Christmas carp and tree. Use for fish; Prague--social life & customs.

Torres, L. (1995). **Saturday Sancocho.** NY: Farrar Straus & Giroux. grades 1-4.

Maria Lili looks forward to having sancocho every Saturday with her grandparents. But on Saturday there is no food or money to buy the ingredients to make

sancocho. Mama Ana and Maria go to market to barter with eggs for all the necessary ingredients. Use for mathematics; food; South America-social life & customs.

Trivas, I. (1992). **Annie . . . Anya: A Month in Moscow.** NY: Orchard Books. grades K-3.

Annie's parents, both physicians, have been invited to come to Moscow for a month. Af first Annie dislikes Russia but at the day care center Annie and Anya become friends. Soon Annie is learning Russian words for everything. Use for Moscow--social life & customs; Russian language.

Uchida, Y. (1993). **The Bracelet.** NY: Philomel. grades K-4.

Emi loses the bracelet her friend Laurie gave her before Emi & her family were sent to the internment camps. Emi later realizes she will always remember Laurie, even without the bracelet. Use for WW II; internment camps for Japanese-Americans; Japanese-Americans.

Weisman, J. (1993). **The Storyteller.** NY: Rizzoli International Publications, Inc. grades K-4.

Rama must watch her younger brother and sisters each day while her father recovers in the hospital and her mother works. She makes friends with a elderly neighbor and asks the woman to keep her storyteller doll for Rama. Each day the woman helps Rama with the younger children and everyone takes turns telling stories. Use for Pueblo Indians; cities; wind.

Weiss, N. (1992). **On a Hot, Hot Day.** NY: Putnam. grades PS-1.

A mother and her son have fun each day no matter the weather or season. Use for weather; seasons.

Wells, R. (1992). **A to Zen.** Saxonville, MA: Picture Book Studio. grades 2-6.

An alphabet book introducing Japanese cutoms and words. Designed to be read back to front and right to left as Japanese books are read. Use for Japan--social life & customs; alphabet.

Wild, M. (1991). **Let the Celebrations Begin!** NY: Orchard Books. grades 3 and up.

At the end of WWII, the women in a concentration camp use every bit of cloth they can find to make toys for the children. When they are liberated, at the celebration, the children are given the toys. Use for WWII; concentration camps.

Williams, S. A. (1992). **Working Cotton.** NY: Harcourt Brace Jovanovich, Publishers. grades K-4.

A young African-American girl describes what a day of picking cotton in the fields is like for migrant workers. Use for migrant workers; agriculture--cotton.

Williams, V. B. (1986). **Cherries and Cherry Pits.** NY: Greenwillow Books. grades PS-3.

A young African-American girl loves to draw with her markers. She makes up stories about eating cherries, planting cherry pits and waiting for the cherry trees to gow and produce cherries. Use for agriculture--cherry trees; colors.

Winter, J. (1991). **Diego.** NY: Knopf. grades K-4.

A biography of Diego Rivera's childhood and how his art was influenced by his life in Mexico. Use for Diego Rivera; Mexican art.

Yolen, J. (1992). **Encounter.** NY: Harcourt Brace Jovanovich, Publishers. grades K-3.

The first encounter of Christopher Columbus with the native peoples, Taino, of San Salvador, as seen through the eyes of a Taino boy. (An author's note and illustrator's note is included discussing the research for this story.) Use for Taino Indians; Christopher Columbus.

Yolen, J. (1987). **Owl Moon.** NY: Philomel. grades 1-3.

A father takes his young daughter owling. Deep in the woods, in the winter they find a great horned owl. Use for owls.

Yolen, J. (1990). **Sky Dogs.** NY: Harcourt Brace Jovanovich, Publishers. grades K-5

A fictional account of when horses are introduced to a tribe of Blackfeet Indians for the first time. Use for Native Americans--history; horses

Yoshi. (1990). **The Butterfly Hunt.** Saxonville, MA: Picture Book Studio. grades K and up.

A young boy hunts a butterfly and when he captures the butterfly, he sets it free. Use for butterflies.

Zoefeld, K. W. (1995). **How Mountains are Made.** NY: HarperCollins. grades K-4.

Four children go hiking, climb a mountain and learn how mountains are formed. Use for geology--mountains, valleys, volcanoes, fossils; ocean.

# Appendix B

## Introduction Letter to Reviewers

Introduction Letter to Reviewers

November 1, 1995

Dear Teacher/Librarian:

I am working on a master's degree in reading education at SUNY Oswego. I have decided to compile an annotated bibliography of multicultural children's literature for my project. At this stage in my project, I need teachers & librarians to review the bibliography and complete a 5 question likert scale. The scale should only take you a few minutes to complete.

The bibliography is in a draft form and is not yet completed. I am continually reviewing books to add to the bibliography. If you know of titles you believe should be on the bibliography, please feel free to suggest them. I have also attached a copy of the selection criteria used to select books for the bibliography. This bibliography is intended to be multicultural picture books that can be used to teach concepts and content found in the K-6 curriculum.

Please take a few minutes to review the bibliography and then complete the likert scale. To compile the responses and prepare for my oral presentation, I ask that you return your likert scale to me no later than November 12th. Your responses and comments are very important to my research. Thank you for taking your time to help me.

Lee Ann Johst

Appendix C

Teacher Likert Scale

Teacher Likert Scale

What grade to do you teach? _____

Please answer each question by circling your response.

1. Do you use content area trade books as instructional tools in your classroom?

Always Sometimes No Opinion Seldom Never

2. Do you use multicultural literature in your classroom?

Always Sometimes No Opinion Seldom Never

3. How easy is it for you to locate multicultural literature for use in your classroom?

Easy Somewhat easy No Opinion Not easy Difficult

4. Have you ever requested a list of multicultural books from your school librarian?

Always Sometimes No Opinion Seldom Never

5. Would you find an annotated bibliography of multicultural literature useful?

Useful Somewhat useful No Opinion Not very useful Of no use

You may use the back of this sheet for any comments you wish to make.

Thank you for taking the time to complete this scale.
Lee Ann Johst

Appendix D

Librarian Likert Scale

Librarian Likert Scale

Please answer each question by circling your response.

1. As a school librarian, do teachers come to you requesting help in locating multicultural literature?

Always Sometimes No Opinion Seldom Never

2. Would you use an annotated bibliography of multicultural literature as a source for selecting material for your library?

Always Sometimes No Opinion Seldom Never

3. How easy is it for you to locate multicultural literature?

Easy Somewhat easy No Opinion Not easy Difficult

4. Would you find an annotated bibliography of multicultural literature useful?

Always Sometimes No Opinion Seldom Never

You may use the back of this sheet for any comments you wish to make.

Thank you for taking the time to complete this scale.
Lee Ann Johst